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1919/20

STATE NORMAL SCHOOL

Danbury, Conn.

ANNUAL CATALOG

1920

CALENDAR, 1919

SEPTEMBER

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CALENDAR, 1920

JANUARY

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DECEMBER

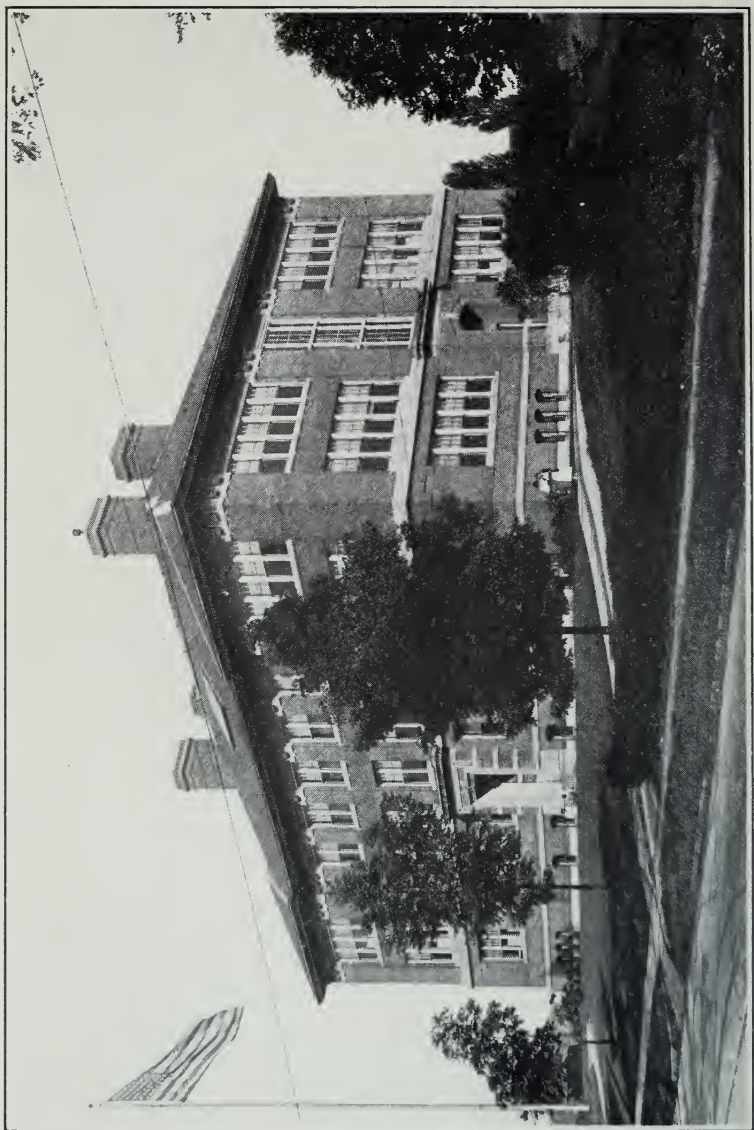
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"Unless the teacher amounts to something
the pupil will not amount to anything."

—Governor Calvin Coolidge.



NORMAL SCHOOL BUILDING

STATE NORMAL SCHOOL

Danbury, Conn.



ANNUAL CATALOG

1920

State Board of Education

1919

MARCUS H HOLCOMB	Governor	.	.	.	Southington
CLIFFORD B WILSON	Lieut-Gov	.	.	.	Bridgeport
FREDERICK S JONES	Chairman	.	.	.	New Haven
CHARLES L AMES	.	.	.	.	Hartford
WILLIAM A SHANKLIN	.	.	.	.	Middletown
WALTER D HOOD	.	.	.	.	Winsted
JOHN G TALCOTT	.	.	.	.	Vernon
CHARLES L TORREY	.	.	.	.	Putnam
JULIAN CURTISS	.	.	.	.	Greenwich
HENRY A TIRRELL	.	.	.	.	Norwich
FREDERICK M ADLER	.	.	.	.	New Haven

Offices

Room 42 Capitol Hartford Conn

CHARLES D HINE	Secretary	.	.	.	Hartford
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CALENDAR

1919-1920

1919

September 3
November 27
December 1
December 24

Wednesday
Thursday
Monday
Wednesday

School year begins
Recess begins
Recess ends
First term ends

1920

January 5
February 12
March 26
April 6
May 31
June 18
July 5
August 13
September 8

Monday
Thursday
Friday
Tuesday
Monday
Friday
Monday
Friday
Wednesday

Second terms begins
Lincoln's Birthday
Second term ends
Third term begins
Memorial Day
Third term ends
Summer term begins
Summer term closes
Fall term begins

TEACHERS

NORMAL SCHOOL

JOHN R PERKINS	20 Terrace
<i>Principal</i>	
*LOTHROP D HIGGINS	5 Harmony
<i>Psychology and pedagogy</i>	
MARTHA L COWAN	190 White
<i>Director of training; school organization and management</i>	
HELEN E M DWENGER	406 Main
<i>Methodolgy</i>	
FREDERICK H BLODGETT	41 Park Av
<i>Agriculture and general science</i>	
STEPHEN C CLEMENT	21 Montgomery
<i>Sociology, school sanitation and hygiene, tests and measurements</i>	
LEILA E BROUGHTON	190 White
<i>Physical education and hygiene, music</i>	
MAUDE E SCOFIELD	408 Main
<i>Drawing</i>	
HENRY S SIMMONS	2 Park Av
<i>Education</i>	
ELSIE F BEERS	11 Harmony
<i>Clerk</i>	
OLIVE E TOWLE	21 Park Place
<i>Librarian</i>	

*Leave of absence 1919-1920

TRAINING SCHOOLS

ANNIE D KYLE	Bethel
<i>Seventh grade; principal Locust Avenue School</i>	
M LOUISE TRIESCHMANN	248 White
<i>Third grade; Locust Avenue School</i>	
ALICE M MEAD	63 Jefferson av
<i>Seventh grade; Balmforth Avenue School</i>	
ANNA E SCOLLIN	8 Comstock
<i>Fourth grade; Balmofrth Avenue School</i>	
IRENE D ALLEN	47 Washington av
<i>First grade; Balmforth Avenue School</i>	
MAY A SHERWOOD	New Milford
<i>First grade; Balmforth Avenue School</i>	
MARGARET F LYNCH	19 South
<i>Fifth grade; Locust Avenue School</i>	

HELEN F DARAGAN	1 Deer Hill
<i>First grade; Balmforth Avenue School</i>	
MARIE C COLEMAN	71 South
<i>Third grade; Balmforth Avenue School</i>	
ANNETA MONROE	100 North
<i>Sixth grade; Balmforth Avenue School</i>	
BESSIE J MACKENZIE	33 Farview av
<i>Principal Balmforth Avenue School</i>	
MARGUERITE WHEELER	Bethel
<i>Kindergarten; Normal School</i>	
MARY V HOULIHAN	190 White
<i>Miry Brook School</i>	
INEZ E POLLARD	406 Main
<i>Eighth grade; Balmforth Avenue School</i>	
MARGARET REED	11 Robinson av
<i>Second grade; Locust Avenue School</i>	
ELLA J HOLLEY	77 North
<i>Sixth grade; Balmforth Avenue School</i>	
GERTRUDE M MURPHY	15 Willie
<i>Sixth grade; Locust Avenue School</i>	
A MARGUERITE SHERMAN	9 Robinson av
<i>First grade; Locust Avenue School</i>	
JESSIE K TORRACA	27 Hoyt
<i>Fourth grade; Locust Avenue School</i>	
ALICE M WILDMAN	190 White
<i>Fourth and Fifth grades; Locust Avenue School</i>	
E LOUISE JUAN	18 Orchard
<i>Second grade; Balmforth Avenue School</i>	
ELLEN E OLSON	Beaver Brook
<i>First grade; Balmforth Avenue School</i>	
ALIOE C KAIR	77 North
<i>School nurse</i>	
<hr/>	
<i>Second grade; Balmforth Avenue School</i>	
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<i>Fourth and Fifth grade; Balmforth Avenue School</i>	
WINFIELD S PEASE	246 White
<i>Engineer</i>	
HOWARD C DURY	12 Balmforth av
<i>Janitor</i>	

ESTABLISHMENT AND MAINTAINANCE OF STATE NORMAL TRAINING SCHOOLS.

"The state board of education shall maintain normal schools as seminaries for training teachers in the art of instructing and governing in the public schools of this state, at the places where such schools are legally established, and such sum as the state board of education may in each year deem necessary for their support, not exceeding one hundred and ten thousand dollars for the four normal schools now established, shall be annually paid therefor from the treasury of the state, on the order of said board; but the board shall not expend any money for a normal school hereafter established, until the town, city, or city school district in which said school is situated shall have agreed in writing with said board to furnish, and shall have furnished, schools, in suitable and sufficient school buildings in connection with the training department in said school, the terms of said agreement to be satisfactory to said board; and every such town, city, or city school district is hereby empowered to make and execute such agreements.

"The number of pupils in each school shall be determined by the state board of education. Said board may make regulations governing the admission of candidates. To all pupils admitted to a normal school all its privilege; including tuition, shall be gratuitous; no persons, however, shall be entitled to these privileges until they have filed with said board a written declaration that their object in securing admission to such school is to become qualified to teach in public schools and that they intend to teach in the public schools of this state.

"The school officers in each town shall annually, upon request, forward to said board the names of such persons as they can recommend as suitable persons in age, character, talents, and attainments, to be received as pupils in said schools.

"The state board of education shall expend the funds provided for the support of normal schools, appoint and remove their teachers, and make rules for their management; shall file semi-annually with the comptroller, to be audited by him, a statement of the receipts and expenses on account of the normal schools, and shall annually make to the governor a report of the condition of these schools and the doings of said board in connection therewith.

"Said board may establish and maintain model schools under permanent teachers approved by it, in which the pupils of the normal schools shall have an opportunity to practice modes of instruction and discipline."—General Statutes of Connecticut, Revision of 1902, Sections 2280-2284, incl.



THE LOWER HALL

DANBURY STATE NORMAL SCHOOL

LOCATION

Danbury State Normal School is located at Danbury, the county seat of Fairfield County, Connecticut. This city is a junction point of the Central New England Railway, and the New York, New Haven and Hartford, and can be easily reached from any portion of Southwestern Connecticut. The city proper lies in a natural basin partially surrounded by wooded hills. The streets are lined with trees, forming beautiful avenues. The city is one of Christian homes and contains churches of all leading denominations. There are about 28,000 inhabitants.

The school property is located on White street, about five minutes walk from the railroad station and on the street railway line.

PURPOSE

This school was established by statute of the state for the purpose of "training teachers in the art of instructing and governing in the public schools of this state." Being supported by public taxation of all the property of the State of Connecticut, the first duty of the Normal School is to prepare teachers for public school teaching in the public schools of the State of Connecticut.

The school recognizes this plain duty: to give to the schools of Connecticut teachers who are not only skillful and well informed and intelligent, but also teachers who are imbued with a desire to express themselves in faithful public service.

ORGANIZATION

The regular work of this school is based upon a two year course. A four week Summer School has been conducted every year since 1907 for the improvement of teachers and supervisors in service. Correspondence courses are offered throughout the regular school year.

About one fourth of the regular two year course is devoted to training in the public schools.

EQUIPMENT

The normal school building is a thoroughly modern structure having a capacity of two hundred students. Class rooms are furnished with individual desks for the members of the school. An extensive library supplies all text books as well as books of reference and magazines. There are laboratories for work in physics and chemistry, and the school is well equipped with scientific material. Excellent provision is made also for work in drawing and sewing. A gymnasium provides opportunity for instruction in games and folk dancing, as well as basket ball and other indoor exercise. Outdoor exercise is afforded in tennis and similar sports.

The present dormitory offers accommodation for but twenty students. It is a half minute's walk from the main school building. A large plot of land adjoining the normal school grounds was bought some time ago by the state for a dormitory site. This plot comprises some sixteen acres. Its location is indicated on the map at the back of this catalog. With successive legislative appropriations it is proposed to establish on this plot a dormitory, a model school for demonstration purposes, a central heating plant, a building for household and industrial arts and physical training, a greenhouse, a principal's house, teachers' houses and a janitor's house.

There will also be sufficient room for agricultural and playground development.

Since there are two very different types of agricultural activity, at least in respect to the types of crops grown, a part of the land will be devoted to raising quick growing crops of the garden type, while other parts will be planted to the very slow growing plants like nursery stock, which occupy the ground for several seasons before they become ready for sale. The stock so grown will become available for planting upon the school grounds as soon as sufficiently developed, so that the work of instruction will be directly related to useful application of the product, and will lead to some discussion of ornamental horticulture, and the planning of school grounds.

The playgrounds are to be developed to afford exercise and training in as many of the school games as possible, and courts will be laid out for tennis, basket ball and "indoor base ball", as well as a skating pond for winter exercise, and hockey games. There is ample space for a good running track also, but this detail will not be pressed until some of the other steps have been taken.

ADMISSION

The privileges of the school are open to all persons of suitable character and over sixteen years of age, who declare their serious intent to teach in the public schools of Connecticut, and who satisfy any one of the conditions enumerated below.

1 Graduates of four year courses in Connecticut high schools who have attained an average rank of at least 75% on a passing mark of 70% are admitted on the certificate of the high school principal. This rank is equivalent to 66.6% on a passing mark of 60%, 70.84% on a passing mark of 65%, and 79.16% on a passing mark of 75%.

2 Graduates of four year courses in Connecticut high schools who have not attained the rank stated above, may be admitted on passing an examination prepared by the principals of all Connecticut normal schools acting as a board.

These examinations will be held at each of the four normal schools on June 16 and September 2. The June examination may also be given at any high school in the state upon application to the principal of the normal school at least one week before the date stated.

Candidates must offer ten units, in subjects as set forth below. A unit represents one year's study of the subject in a secondary school—approximately one-quarter of a year's work. The subjects and values are as follows:

English literature and composition, required 3 units

The remaining seven units are to be chosen from the following:

Algebra	1 unit
Geometry	1 unit
Physics	1 unit
Chemistry	1 unit
Domestic science or manual training	1 unit
Bookkeeping	1 unit
History	1 or 2 units
Stenography	1 or 2 units
French	2 or 3 units
German	2 or 3 units
Latin	2 or 4 units
Drawing	$\frac{1}{2}$ or 1 unit
Biology, botany, or zoology	$\frac{1}{2}$ or 1 unit
Physical geography	$\frac{1}{2}$ or 1 unit
Physiology and hygiene	$\frac{1}{2}$ or 1 unit
Commercial geography	$\frac{1}{2}$ or 1 unit
Arithmetic	$\frac{1}{2}$ or 1 unit

3 Teachers are admitted upon presentation of a Connecticut state teachers certificate or upon satisfactory evidence of two years' successful teaching.

Intent to teach.—Particular attention is called to the requirement that all applicants for admission sign a written statement of their intention to teach in the public schools of this state. It is undesirable that any shall accept the privileges of the school who do not feel that they are working for this specific object.

Time of entrance.—Classes are organized at the beginning of the first term in September and students should be on hand for the first day.

Application for admission.—It is desirable that all who hope to enter the school should make application to the principal in advance, stating the conditions for entrance that they expect to satisfy.

Special students.—Persons who are properly qualified are occasionally admitted as special students in certain subjects or departments of the school. No comprehensive statement can be made in regard to this, as each case must be separately considered. Those who desire to do such special work should communicate with the principal.

SCHOLARSHIPS

Law—"The state board of education may at all times maintain, in any of the normal schools, one student, selected on the basis of scholarship and general fitness, from each town in the state having a valuation by the board of equalization of less than one and one-half million dollars, upon the recommendation of the town school committee or board of school visitors of such town; and for students admitted to said schools under the provisions of this act, living expenses, not to exceed one hundred and fifty dollars for each pupil in any one year, shall be provided by said state board of education free of charge. Every person entering a normal school under the provisions of this act shall enter into an agreement with the state board of education to remain at the normal school for two years, unless in case of ill health or dismissal by the school authorities, and to teach in one of the towns from which such students are nominated or appointed for a period of three years after graduation unless excused by the state board of education."

Procedure — 1 All persons having high school education may be admitted without examination. The scholarship of all other persons shall be determined by examination. In considering fitness—age, successful experience in teaching, education and health may be taken into consideration. Only such persons as are prepared to enter the regular normal school course shall be maintained under the provisions of this act.

2 This board will provide living expenses not to exceed \$150 for each pupil per annum under such rules and regulations as the secretary of this board and the principals of the schools may prescribe.

3 The board will maintain students under the provisions of this act at the normal schools in Danbury and Willimantic.

4 Such a student must agree to teach in one of the towns described by this statute for three years following graduation unless excused by the state board of education, except by repaying to the state the whole of such portion of the scholarship as they shall require.

5 The benefits of this scholarship shall be withdrawn from any student whose work or conduct at the school fails to meet the standards required by the faculty.

GRADUATION

At the end of the two year course diplomas will be awarded to those who

1 have throughout the course maintained a standard befitting a teacher ;

2 have attained the required standard of scholarship in every prescribed subject ;

3 have exhibited a fair degree of skill in teaching and governing children.

A candidate for the diploma who has failed to reach the required standard of efficiency in teaching or who has shown weakness in some portion of the work of the normal school may, at the discretion of the normal school faculty, be granted a certificate. Such a student will receive the diploma of the school if, within two years following the date of leaving the normal school, she shows herself capable of teaching and governing a school successfully.

CREDIT FOR ADVANCED WORK

Several institutions of college grade at present accept the diploma of this school as the equivalent of two years' work toward certain of their degrees. Columbia, Brown, and Boston universities, Connecticut Agricultural College, and the University of Maine will thus allow credit for two years' work under certain conditions. We look forward with confidence to the time when Connecticut normal schools will be on a four-year basis and grant degrees. At present there is no better preparation for high school teaching than the two-year professional course at normal school followed by two years of special subjects at one of the universities named above.

REPORTS

A full report of the standing of each student will be sent to the parent or guardian of that student twice yearly. Reports should be interpreted as follows:

A indicates a standing above the average of the class;

B shows that the student's work is better than the passing standard;

C means that the student's standing is unsatisfactory, but she is allowed to continue the work of this course or dependent courses. This mark is a warning to the student that her work must improve if she would avoid a mark of F. She should consult the instructor concerned without delay.

F signifies that the student has failed to meet the requirements of the course. Future work in this or dependent courses is subject to conditions set by the instructor. The student is expected to consult the instructor within one week of receiving this report. A student who neglects to do this may expect to have the mark changed to FF without further notice.

FF denotes final failure. The student receiving this mark has no alternative but to repeat the course.

In addition to these regular reports, students whose work in any department is unsatisfactory will be notified by the principal at the end of the first and third nine-weeks' period.

The faculty recognizes its inability to say who will and who will not make a good teacher. Hence it is the policy of the school to give ample opportunity for demonstrating ability even to those who seem unpromising. Yet when the faculty as a whole becomes convinced that a student is essentially not qualified for the position of a public school teacher, the student is notified that she cannot be considered a candidate for a diploma, and may be asked to withdraw. This is regarded as but fair to the student, who may then direct her energies into more suitable channels.

ATTENDANCE

Much of the work of school is of such a nature that it cannot be "made up" by the customary method of outside conferences. Absence from any part of the school work involves a loss of certain credits from the student's rank in that course.

The hours for students in training are 8.15 to 12.00 A.M. and 1.10 to 4.30 P. M. A student who needs special help may be required by the training teacher to remain until 4.45. Outside preparation of work which the average student can satisfactorily complete in two hours is required. Any student who is unable to complete her daily work in that time is expected to consult the director of training.

EMPLOYMENT

The school cannot guarantee employment to its graduates. Yet it may be said, as a matter of fact, that there has not been a year in its history when the demands upon the school for teachers were not more numerous than the members of the graduating class.

Those of the class of 1919 went to positions where the salary for beginners was usually about \$700. A few received more. Teachers' salaries will unquestionably increase each year.

SERVICE TO ALUMNAE

A graduate record is kept, as completely as the graduates make possible, by means of a questionnaire. The objects of this are to discover and if possible meet the professional needs of the alumnae who are teaching, and indirectly to improve the work of the school and increase its influence along lines indicated by the answers received.

Use of the school library is extended to its graduates free of cost except that of returning the books. The privilege carries two months retention of any books useful in school work except large dictionaries and cyclopaedias. Any desired book that is not in the library and is approved by the school, will be bought.

THE CURRICULUM

NATURE OF THE WORK

The work includes courses of instruction in education and school management, in the methods of teaching the usual elementary school subjects, and in the content of a few school subjects in which students generally are not well grounded. Members of both senior and junior classes also receive training in the art of teaching and managing a school.

The maturity of the students and the serious purpose of the school call for standards of requirement equal to those of the first two years of college. Such work as is done in common school subjects is technical instruction in the philosophy and methods of teaching them. With very little exception the content of these elementary subjects is not taught, and students are assumed either to know it or to be able to post themselves without help.

SYLLABUS

The following syllabus, adopted by the state board of education is the basis on which the work of the school is planned.

Psychology and Pedagogy

- (1) General educational psychology
 - (a) Elementary survey of normal mental processes
 - (b) The Educative Process
- (2) Psychology of special subjects
 - (a) Reading
 - (b) Writing
 - (c) Arithmetic
 - (d) Spelling: Mainly a study of visual, auditory, motor, and vocal imagery
- (3) Psychology of mental defectives
 - Speech defects
 - Hearing and vision tests

Intended only to make teachers intelligent about the nature of common mental and sensory defects as found in the schoolroom. Not intended as training for institutional treatment.

School Sanitation and Hygiene

1 The characteristics of a sanitary building or schoolroom: location, light, heat and ventilation, furniture, wardrobes, closets, entries, urinals,—as applied to different types of buildings.

2 The health of the school child. By this is not meant methodology in hygiene teaching, but rather the teacher's duties to the children from the health standpoint, such as care of school children's teeth, getting them clean, control of head and scalp, posture, signs of common infectious diseases, attitude toward poorly nourished and anaemic children.

3 Technique of teacher's duties in medical inspection.

Routine of inspection, examinations, forms, notifications, follow-up; duties of school physician, of school nurse, teacher's relation to each.

Physical Education

(1) Physical care of students and gymnasium

This will involve the employment of a competently trained physical director who should be instructed with the formulation of a course and procedure.

(2) Principles of physical education and methodology with children

This will involve the formulation of a course broad enough to meet all conditions in the state, and this formulation will have to be deferred until a director is found. A director for inspectorial and promotional purposes may later be attached to the state office.

School Organization and Management

(1) General schoolroom management

Organization of room, keeping the register (each girl should keep a register), principles underlying time-table construction, care of books, supplies, control of recess period, control of noon-hour.

(2) Discipline

Attitude of teacher to pupils; real meaning of behavior of pupils at different ages; theory of punishments and penalties.

(3) The recitation

Legitimate use of recitation, organization of material of different courses for study purposes, the deferred and written recitations, "Batavia" work.

Technique of supervised study.

(4) Tests and measurements

Purpose and use of measurements, limitations, practice in manipulation of all existing tests and recording and interpreting results. Pedagogical diagnosis. Simple frequency surfaces and use in disclosing to teacher pedagogical situations.

Sociology

(1) Social institutions and the place and function of each in modern society.

(2) Social pathology as applied to juveniles,—dependent, defective and delinquent children. Common causes lying behind dependency, deficiency, and delinquency in children. What the teacher can do in managing cases. Connecticut Laws and Institutions for dealing with the problem.

(3) Racial elements in the public schools and problems arising therefrom.

Chief racial components of Connecticut population. History lying behind each immigration. Characteristics of each racial group. Peculiar problems which each group has to meet.

Methodology

Reading, writing, spelling, composition, grammar.

Arithmetic, hygiene, physical education.

Physiology.

Geography, history, civics.

Nature study and elementary science.

Music.

Drawing.

Practice teaching: 18 weeks.

Academic

Academic instruction to be limited to those subjects in which there is at present no regular high school preparation. These will include:

Nature study and elementary science for those students who have not had them in high school: 36 weeks.

Music: 36 weeks.

Drawing: 36 weeks.

PLAN OF WORK

JUNIOR YEAR

Observation and teaching	half day	12 weeks
Education	3 periods	30 "
Elementary science	5 "	30 "
Reading	2 "	15 "
Spelling	2 "	15 "
Arithmetic	2 "	15 "
Language	2 "	15 "
Literature and grammar	3 "	30 "
History	3 "	15 "
Geography	3 "	15 "
Music	2 "	30 "
Physical education	2 "	30 "
Drawing	2 "	30 "
Hygiene	1 period	30 "
Penmanship	1 "	30 "
Sewing	1 "	30 "
School sanitation	1 "	30 "

SENIOR YEAR

Observation and teaching	whole day	12 weeks
Education	3 periods	24 "
School management	2 "	24 "
Sociology	2 "	24 "
Nature study and agriculture	5 "	24 "
Physical education and games	2 "	24 "
Music	2 "	24 "
Drawing	2 "	24 "
Sewing	2 "	24 "
School law and civics	1 period	24 "
Directed reading	1 "	24 "
Public speaking	1 "	24 "

COURSES OF STUDY

EDUCATION

LOTHROP D. HIGGINS

MISS MARTHA L. COWAN

MISS HELEN E. M. DWENGER

HENRY S. SIMMONS

EDUCATIONAL PSYCHOLOGY

Twelve Weeks

The first course in education is based upon the growth and education of the nervous system. Its purpose is to give definite ideas of the mechanism of human behavior with reference to its capacities for education.

Each student is expected to acquire ability to use the terms and express the ideas of elementary psychology, and to get clear meanings from the simpler books in the subject.

THE EDUCATIVE PROCESS

Eighteen Weeks

This is a course in the principles of education as applied in teaching and managing school children. It is based upon the course in elementary psychology. The purpose is to teach how the pupils' capacities for education may be utilized and directed, what objectives should guide the teacher's work, and how results may be measured.

Students are expected to be able to state some educational principles clearly, to show how these are applied in school work, and to give evidence of increasing ability to get accurate meanings from educational literature.

PSYCHOLOGY OF ELEMENTARY SUBJECTS

Six Weeks

The purpose of this course is to teach the psychological principles that underlie the methods of teaching elementary subjects, particularly reading, arithmetic, and spelling. The course is given

in the junior year immediately after Education I, as the students are at that time studying the methodology of these subjects in both normal and training departments.

EDUCATIONAL SYSTEMS

Nine Weeks

This course is designed to impart some knowledge of present-day educational systems that are familiar in name, and of those men and methods of the past that have had some bearing upon public schools of to-day. Its aim is to stimulate the teachers' professional interest in their work, and especially to lay the foundation for their own progress in sympathy with that of educational methods.

The students are expected to be able to state the notable features of each system considered, and also to form and state ideas of their own regarding their value.

PSYCHOLOGY OF DEFICIENTS

Six Weeks

Defects of hearing, vision, speech, and mentality are considered. The objects of this work are to instruct teachers in what sorts of deficiencies to look for, what signs may indicate these, and what they should do when suspected cases come to their attention. Methods of determining deficiency are discussed, and ways of dealing with such deficient children as must remain in regular classes of normal pupils.

EDUCATIONAL READING

Three Weeks

Throughout their courses in education students are expected to gain familiarity with the names and content of books and other literature of the subject. Assigned readings are required from a variety of sources. A brief course at the close of the senior year aims to fix the students' attention upon familiarity with educational literature as a goal. Results of their previous reading are tested, and a few typical books are studied and discussed in class.

SCHOOL MANAGEMENT

The aim of this course is to prepare the student to manage a school successfully. This is accomplished first, by observation of and practice in the management of a particular room in one of the training schools, and second, by a study of the principles underlying efficient school management.

Among the topics studied are :

- The Teacher's Personality
- Organization of the School
- Playground Management
- Hygienic Schoolroom Conditions
- Schoolroom Decoration
- Program of Work
- Place and Value of Routine
- Keeping of Records
- Technique of Class Instruction
- Use of Standard Tests
- Order and Discipline
- Co-operation with Parents
- Extra School Activities
- Community Interests
- Professional Ethics

METHODOLOGY

Thirty-six Weeks

The purpose of this course is to organize the subject matter of history, reading, writing, spelling, language, grammar, geography, and arithmetic, and to present the best methods of teaching these subjects in the primary, intermediate, and grammar grades.

In addition to the class work in the normal school, lessons are given in the model schools demonstrating the methods under discussion.

ENGLISH

STEPHEN C. CLEMENT

DIRECTED READING

The course in directed reading attempts to acquaint the pupil with such literary productions as may be useful to her in teaching or in future selection of cultural reading. The course is mainly carried on through assignment and reports on varying literary selections. School literature, educational articles and books, standard literature, modern literature, magazines and newspapers are used as source material.

ORAL EXPRESSION

The course in Oral Expression aims to give the student ability to express her thought forcefully and well in the various situations which she may meet in her career as a teacher. The course embodies a maximum of practice. Every student is given abundant opportunity to debate, to formulate and give public speeches as before varying audiences, to tell fairy stories as to children, and to express herself in different forms of classroom work. Attention is given to common errors of speaking, and as far as possible, speech defects are corrected. Students are given the opportunity of trying out for the inter-division debating teams, and each student is required to speak on some subject of current interest before the school assembly.

HYGIENE AND PHYSICAL EDUCATION

MISS LEILA E. BROUGHTON

STEPHEN C. CLEMENT

HYGIENE OF THE SCHOOL CHILD

Fall and Winter Terms

This course attempts to give the teacher a working knowledge of:

Physical defects commonly found in the schoolroom, their detection and treatment;

Discovery of contagious diseases;

Prevention of physical defect by proper care;

First aid;

Use of State Health forms;

Teacher's relation to State and local health officers and to parents.

SCHOOL SANITATION

Spring Term

A course dealing with the construction and sanitary characteristics of school buildings, outhouses, and, in some measure, with disposal of sewage, and garbage, and any other features of rural sanitation that may affect school practice.

HYGIENE

The course in Hygiene has a two-fold purpose:

I To help the student toward realizing a high standard of health and the greatest working efficiency in her own body. To further this end, a Physical Register is kept of each student and all progress along health lines is noted. Students are required to keep their teeth in repair.

2. To train the student to present the subject of Hygiene to children in such a way that good health habits will be formed. To this end, methods and devices are presented and discussed.

Students are required to keep notebooks, to make collections of material for teaching, and to be familiar with current literature on the subject.

PHYSICAL EDUCATION

Every student is required to spend at least two hours a week in physical exercise, out of doors except in unfavorable weather. Instruction is given to all students in the rudiments of tennis, volleyball, archery, rifle shooting, baseball, basketball, skating and golf.

Students are prepared for elementary grade teaching by learning simpler group games, folk dances and singing games, rhythm and interpretation.

Individual conferences are designed to stimulate proper personal hygiene, and to combat unhygienic daily habits.

SCIENCE

FREDERICK H. BLODGETT

The work in Science is mainly in the form of review of the subject matter given in the upper grades or the high school, but with quite a different purpose in view. The object of the courses in the normal school is to give the students some training in the selection of topics which shall illustrate important principles of physics or chemistry, but which shall be of value in class room chiefly through contact with the personal interests of the pupils. In the case of Nature Study, this point of view is kept in mind constantly, and the class is encouraged to bring specimens for examination and discussion which may have attracted attention, or which may be of special interest to one or another of the class, such specimens then becoming the basis of the class work for the ensuing exercise, if suitable.

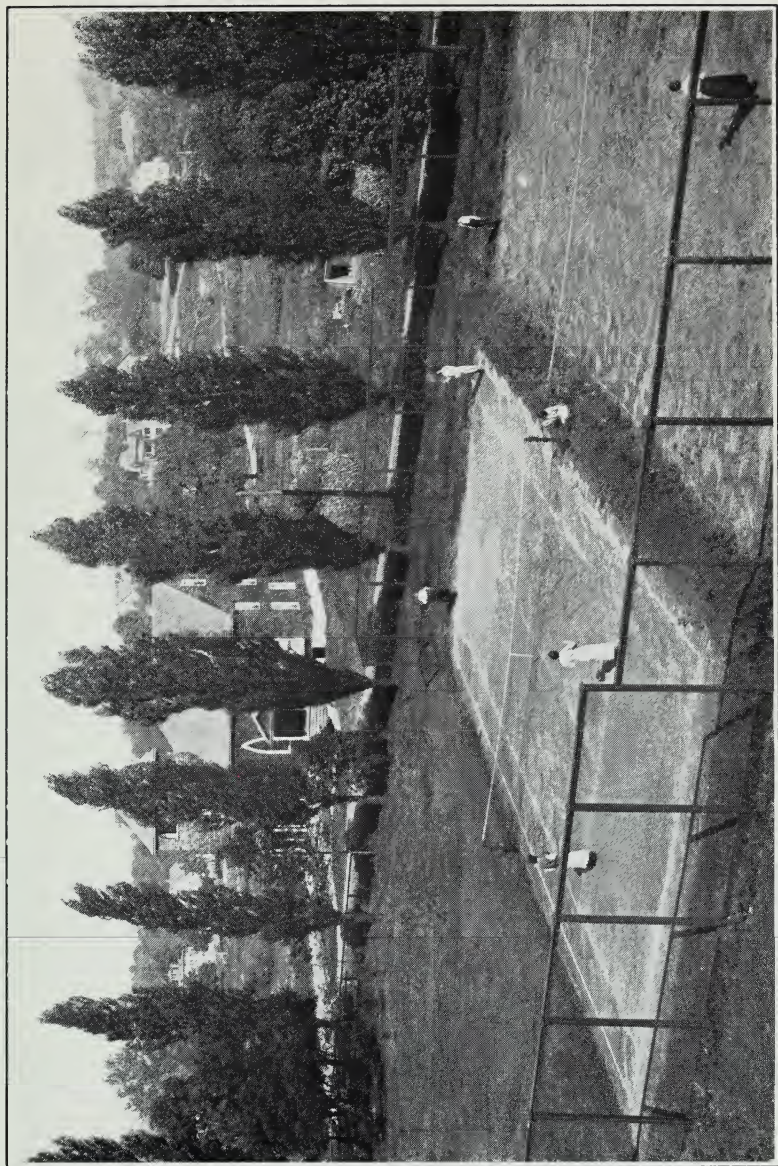
NATURE STUDY

Because of the activities of Nature in the fall and the spring seasons, the work in Nature Study is developed during these two periods. The common phenomena of plant and animal life, of the progressing seasons, and the relation between clouds, winds, and weather, form the basis of the course. Emphasis is placed upon the mutual relations of different forms of life to each other, and the danger of serious results when the natural adjustment of Nature is disturbed; convenient examples of this phase being afforded in the Gypsy Moth and Brown Tail Moth pests.

At frequent intervals a period is used for review and discussion of methods of presentation to pupils of the graded schools of subject matter which has been used in the current work, since the discussion of the subjects brought to class in their relation to environment and usefulness leaves little time for other phases in a single period.

AGRICULTURE

The work in Nature Study naturally leads to that of Agriculture, as many of the plants and animals mentioned or studied are those of common use on farms, or encountered as weeds, or as insect and animal pests. The changing activity of the farm from summer through fall, and from spring to summer is followed by consideration of the conditions controlling the particular type of activity characteristic of these seasons. In the spring term opportunity is given for an application of some of the principles to actual conditions in the school garden, such as thickness of sowing seed, depth of planting, rapidity of growth and succession of crops. When convenient, contrasts are given between farm practises in New England and elsewhere, in order to show the relation between such methods and the crops raised, and the climatic and other conditions so important in the production of food products.



FROM A NORMAL SCHOOL WINDOW



PHYSICAL TRAINING

GENERAL SCIENCE

During the winter term, when activity out of doors is suppressed, the principles of physics and chemistry are reviewed from the viewpoint of teaching the topic in elementary grades. In physics, the subjects are chosen with reference to their bearing upon common processes and activities in modern life: heat, such as heating of homes, and use of steam, light, water supplies; sound, as shown in music, the telephone and graphophone; and electricity, as used in light, and in large or small forms of machinery. In chemistry the purpose is similar, and the applications of such chemical processes as are of most intimate relation to daily life are considered, rather than the various types of chemical change which have little direct application to the activities of the pupils in class or home. Thus the composition and properties of air, water, ores, fuels, rocks, clothing and food materials receive consideration, rather than the abstract topics of "acids, bases and salts." Since the classes with which the work will be taken up are of the elementary grades, intensive work in the laboratory is not called for, the underlying principles being found through simple experiments, requiring a minimum of apparatus, and the emphasis placed upon the useful applications of the principles considered.

SUMMARY

For its main purpose, the work in Science has the development of interest on the part of the grade school pupils in the objects and processes that are common in their own environment. The details of the work are intended to develop keenness of perception, to see things going on about one; and a friendship with the living things, so that thoughtless destruction may give place to thoughtful encouragement or active preservation from injury. There is a much closer relationship in Nature between the life of mankind and of the lower forms of animals, and a greater directness of dependence upon plant life, than is usually realized. The science work aims to

develop knowledge and to awake interest along these lines, which may be used by the Normal students in their classes in the graded schools.

To secure this end the Normal classes in science are handled largely as if they were pupils in graded schools, the subject under discussion receiving attention at those points most likely to be of interest to children, with little note of technical details like taxonomy and analysis.

SOCIOLOGY AND POLITICAL SCIENCE

STEPHEN C. CLEMENT

SOCIOLOGY

The course is divided into six large topics :

1. Influences that affect the life of society in evolution ; geographic ; psycho-physical ; social.

2. Social groups : differentiation of types ; races ; characteristics ; nationalities in Connecticut population ; institutions ; needs ; problems.

3. Social pathology ;—causes, remedies, control ; dependent, delinquent, deficient children : institutions and management of charities in Connecticut, Indiana, and European systems. Local sociological investigations.

4. Vital statistics :—immigration ; illiteracy ; poverty ; pauperism, etc. Use of statistics in social progress and control.

5. Educational sociology :—Problems of citizen training ; training for economic, social, cultural, and political life ; ideals of democracy.

6. Rural sociology :—Rise and fall of agriculture ; effect of immigration ; statistical comparison of urban and rural populations ; land tenure ; land values ; peculiar problems of taxation ; peculiar problems of the school ; community centres and other attempts at community betterment.

CIVICS

The course in Civics is an informative course aiming to give the pupil a thorough knowledge of federal, state, and local government. Detailed individual investigations, a study of local civic functions, and a careful analysis of school law will be features of the course. Part of each period will be devoted to discussion and interpretation of present-day events.

PRACTICAL ARTS

MISS LEILA E. BROUGHTON

MISS MAUDE E. SCOFIELD

MISS HELEN E. M. DWENGER

MUSIC

The course in music includes

- 1 a study of such elementary facts as should be known by those who teach music;
- 2 a survey of work for the eight grades with emphasis on method;
- 3 observation, discussion and practice in the teaching of rote songs;
- 4 chorus singing, to correlate with theory and grade work when possible;
- 5 acquaintance with standard music.

SEWING

There are two courses in sewing, as follows:

1. This course includes information in hand and machine sewing and the use of commercial patterns. Practice is given in making simple articles such as bags, aprons, and undergarments, and in darning and mending.
2. A more advanced course is planned to meet the needs of the teacher in the elementary schools. It deals with the organization

and methods of teaching sewing for varying conditions of school systems. This course includes the study of textiles, production, manufacture, identification and use. The advanced garment making includes at least three finished problems, which may be a shirt waist, and dresses of light cotton materials, or serge skirts.

DRAWING

This course aims to give a general knowledge of art principles and their application to daily life as well as the pedagogical instruction essential to teaching Industrial Art in the elementary schools.

Junior Year

The course includes :

- A. The theory and practice of color and color composition as they relate to graded school work, the individual home, clothes and the trades.
- B. Water color, crayon and pencil drawings of flowers, fruit, landscape and still life for facts, decorative arrangement, and application to industrial problems.
- C. The principles of Elementary Design as applied to the home, the costume, poster and textile design.
- D. Mechanical drawing aiming to teach measuring, accuracy, scale, printing, simple constructive drawings, maps, floor plans and working drawings, with the end that students shall be able to make and read working drawings.

The following work is planned for the year :

In color—a spectrum chart and a chart of color schemes will be made and each pupil will develop a color harmony for a dress and a hat for herself.

Two studies of flowers will be made in crayon for decorative arrangement. A design suitable for a clay tile will be developed from one of these flowers.

A still life group will be done in pencil as a realistic reproduction and again in show card colors as a decorative design suitable for a poster. Simple landscapes will be rendered in water color.

In construction a portfolio for drawing materials will be made. Two problems in bookbinding will be undertaken—a book with stubs for mountings and a stiff covered book.

In costume design a colored plate from Vogue will be copied. From an outline drawing a design for a child's dress and hat will be made. A dress will be designed for June Commencement.

In Interior Decoration a study of the side elevation of a room with casement window placed in pleasing proportions; a room with low ceilings panelled to give height to the room; and a side elevation of a north room and of a south room with hangings suitable in color for each room.

Poster design will include two types of lettering and original posters worked out in show card colors.

Textile Design takes up the different methods of repeating units for all-over designs and the making of a design for a cretonne suitable for a child's room or for a Japanese crepe, and also the designing of a border to be embroidered on a handbag or dress.

Senior Year

This course covers the methods of teaching drawing in the elementary schools. It includes

A. Study of the course in drawing for the state schools; interpretation; illustrating; and methods of teaching the lessons in the grades. Correlation, construction, paper cutting and drawing for the primary grades; drawing, mechanical drawing and design for the grammar grades.

B. Blackboard drawing ;—plain explanatory drawing as a necessary means of expression in the work of the teacher.

C. Art History ;—The distinguishing characteristics and artistic qualities of each period are studied, with the end in view of acquiring an appreciation of the style and beauty of each and an application of the latter to present-day art. A visit to the Metropolitan Museum of Art is planned at the end of the course.

TRAINING DEPARTMENT

MISS MARTHA L. COWAN, *Director*

ORGANIZATION

Twenty-six public school rooms are under normal school management for use as training schools for students. These include the fourteen-room Balmforth Avenue School, and the eight-room Locust Avenue School. The rural school at Miry Brook offers opportunity for training under actual country school conditions. A kindergarten is maintained in one room of the normal school building.

Each student spends an aggregate of one-half year's full time in the training schools. This makes a total of five full months three of which are scattered through the Senior year. The other two months are divided into four months of half days interspersed through the Junior year.

The classes are divided into two sections for convenience in carrying out the training school schedule. Division B usually includes those students who commute.

Training School Schedule

	Sept.	Oct.	Nov.	Dec.	Jan.
A.M.	Junior A	Senior A	Senior B	Junior B	Senior A
P.M.	Junior B	Senior A	Senior B	Junior A	Senior A
	Feb.	Mar.	Apr.	May	June
A.M.	Senior B	Junior A	Senior A	Senior B	Junior B
P.M.	Senior B	Junior B	Senior A	Senior B	Junior A

The work of the training schools is under the immediate supervision of a director of training, who is also the instructor in school management at the normal school. Each room in the training schools is regularly in charge of one teacher, who also serves as instructor in teaching and management to the one or two students temporarily assigned to her room.

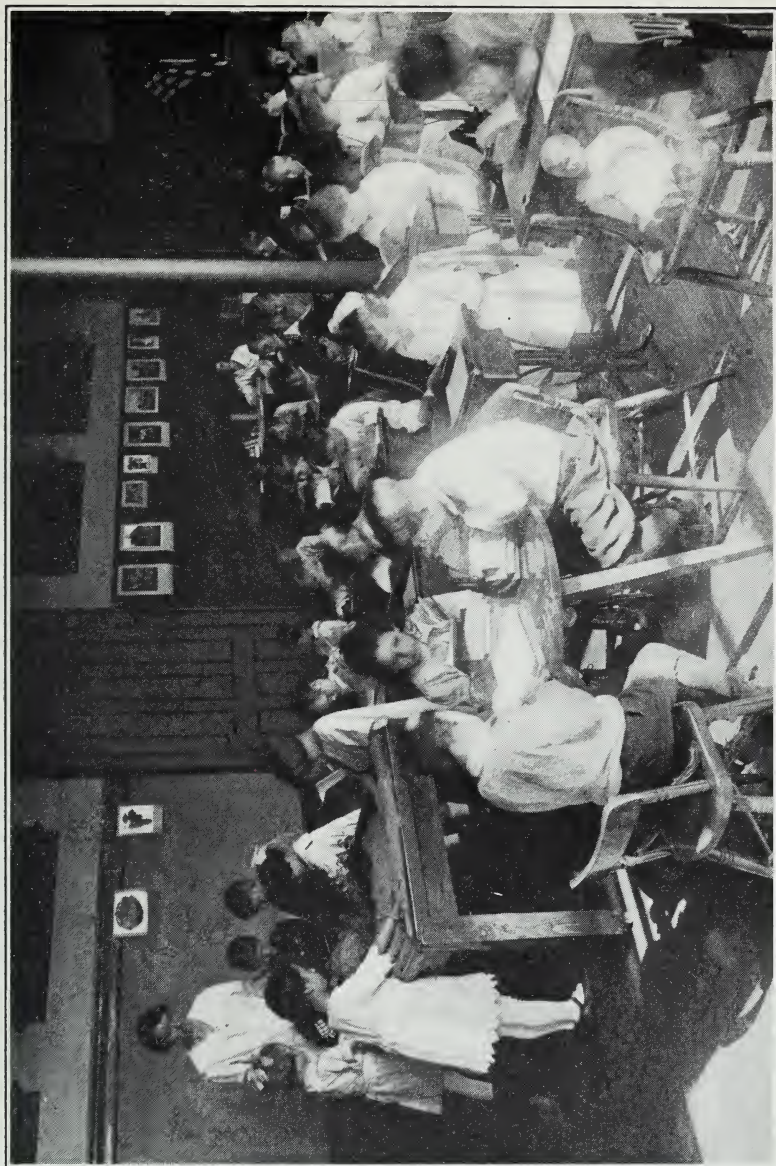
METHOD OF TRAINING

The work of each training period is planned to focus the student's attention upon one phase of teaching or management. In the first period the student gives particular attention to the physical surroundings, the welfare of pupils, and a study of the pupils' individual needs; in the second period emphasis is on the lesson planning, with preparation of illustrative materials for use in teaching, arrangement of blackboard work, etc.; in the third, planning for work of the pupils during study hours and checking accomplishment, learning the place and value of individual instruction in methods of study, and a study of recreation periods; fourth, construction of a daily plan sheet showing the ground to be covered in each subject, with due reference to the needs of the class and in accordance with requirements outlined in the course of study; fifth, preparation of each day's work as if the entire responsibility for the room were the student's.

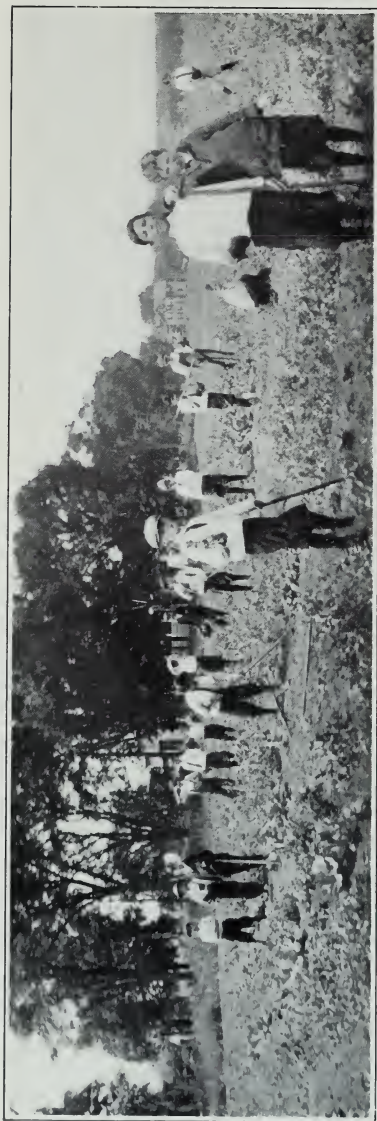
The teaching of the first training period is wholly of small groups. In the second period the student teaches first one and later two classes daily, for which she is required to prepare detailed plans. For the third, one of the assigned lessons is planned in detail and the others in the form of outline. In the fourth period rather full outlines are made for several lessons, and in the fifth a teacher's plan sheet is prepared for each day.

In the early part of training the student is made responsible for the care of physical surroundings in the class room—for ventilation and temperature regulation, care of materials, arrangement of blackboard work, etc. As the amount of teaching is increased, these duties are diminished accordingly.

Each student spends a portion of every day in observing classes taught by the teacher in charge of the room. A report of one or more of these classes is submitted to the teacher at the close of the day. This report states the purpose of the lesson and the steps



A ROOM IN THE MODEL SCHOOL



IN THE SCHOOL GARDENS

taken in accomplishing the purpose, together with notes on special features which the student may have been asked to look for—such as method of gaining attention, activities of pupils, etc.

Toward the end of each day the student has a brief conference with her training teacher, in which she receives such notes on her work through the day as will enable her to improve or strengthen it in the future. She is also given opportunity to inquire about any phase of the work which she does not clearly understand.

The amount of teaching done by the students is gradually increased as they gain experience. In the first training period their average teaching is twenty minutes daily; in the second forty minutes; in the third period fifty minutes plus one continuous quarter of a day toward the end; in the fourth, one hour plus one full half day; and in the final period, after the first week the student must be ready to take entire charge of the room at any moment and continue it indefinitely.

By arrangement of the training periods at intervals throughout the two years' normal course it is intended that class-room study and practical experience shall stimulate and supplement each other to the advantage of both. Every student is able to gain experience in at least four representative grades and under different teachers. Each has two weeks' training in one of the rural schools.

GENERAL INFORMATION

EXPENSES

The school makes no charge for tuition, laboratory fees, or the use of books. All text books are provided by the school. Aside from living expenses and travel, students have only the slight incidental costs of note books, pencils, etc.

Board and lodging at the dormitory are furnished at actual cost of maintenance. It is necessary at present to ask \$7.00 per week, with a reduction for absence at week ends on the basis of fifteen cents per meal. It is possible to get accommodation in private houses at rates from \$6.50 to \$10.00.

LIVING ARRANGEMENTS

The dormitory is a new building, equipped with modern facilities, accommodating twenty students. Most of the boarding places are with families who can provide for a small number of students. These are located in all parts of the city. The minimum cost given above applies to cases where two or three occupy a room and forego some conveniences.

It is of course important to arrange for lodging in advance of coming if possible. Those who would like help in the matter should address the principal, stating as nearly as possible what sort of accommodation they desire. The map of Danbury, included with this catalogue, may be useful.

OUTSIDE REGULATIONS

Students who are living away from their homes are required to observe the same rules and regulations as govern life at the dormitory.

NON-RESIDENCE

Daily travel from a distance is wasteful and is sure to interfere with the performance of a student's best work. It is earnestly desired that members of the school shall arrange to live in Danbury if

possible. Lack of dormitory facilities prevents this being made a requirement. It is required, however, that during their periods of training all students shall observe the hours of attendance (8.15 a.m. to 4.30 p.m.) absolutely, and this makes commuting impracticable. All students who plan to commute should consult the training schedule on page 35.

CHAPEL EXERCISES

Non-sectarian chapel exercises are held twice a week throughout the regular school year. Song selections with addresses by students, faculty, or special speakers constitutes the usual program.

PUBLICATIONS

The Danbury State Normal School Bulletin, published by the faculty, is issued monthly throughout the year. It deals with various subjects of educational interest and attempts to keep the alumnae in touch with the school. Sample copies may be obtained by writing the editor.

ANNOUNCEMENTS

Official announcements are posted on the bulletin board in the corridor on the first floor. Members of the school are expected to consult this daily.

RECREATION

The Normal School grounds are large and afford excellent opportunity for all kinds of athletics. Two well kept tennis courts are just to the rear of the Normal School Building. The building itself is equipped with commodious lockers and showers. During the fall and spring months the Department of Physical Education instigates contests, both interclass and interdivision, in golf, tennis, baseball, volley-ball, and allied sports. During the winter months

students are given opportunity to shoot on the rifle range, and to play basketball. In previous years there have been frequent after-school skating parties.

Various social events take place during the winter months, such as a Hallowe'en party, minstrel show, series of short plays, masquerade, and so on. The social events are arranged by the students themselves assisted by members of the faculty. All student social functions must be sanctioned by the faculty social committee.

GYMNASIUM

Every student on entering the school should be provided with a gymnasium costume, consisting of black gymnasium or tennis shoes, black stockings, black bloomers, and white middie blouse.

STUDENT WELFARE

The principal is always glad to receive and confer with any students upon matters concerning their work or welfare as members of the school. In order to make such opportunity easily available, a committee of the faculty is appointed also for the purpose. The membership of this committee may be learned from the bulletin board or by application at the office.

CORRESPONDENCE COURSES

Danbury Normal School offers a number of courses which may be taken by correspondence during the regular year. Any public school teacher in Connecticut may be admitted to the correspondence courses by filling out a registration blank which will be sent on request. There is no other requirement for admission. The completion of correspondence courses is taken as equivalent to preliminary papers in examinations for State Teachers' Certificates. The completion of a sufficient amount of work in correspondence may, under certain conditions, be considered as equivalent to the first year of the regular normal school course.

At the present time the correspondence courses are undergoing complete revision. A new course in the Teaching of History has just been printed. Courses in School Management and School Sanitation are in preparation. Announcements of new courses will be issued from time to time.

The courses now being offered are as follows:

Teaching of History

Duties of Citizenship

Elementary English

Literature

Drawing

Penmanship

Physics

School Management

SUMMER SCHOOL

In order to make its plant as useful as possible the school has maintained a summer session nearly every year since 1907.

Originally this session constituted a four weeks' course for teachers and those who contemplated teaching without normal training. This has always been well attended and is still the largest department of the summer school.

During this summer school there have been also for several years a two weeks' session of the state supervisors of schools and a ten day's institute for librarians. The supervisors' meetings have been under the direction of Mr. Charles D. Hine, secretary of the state board of education, and the library institute has been in charge of the state inspector of public libraries.

A folder giving details of the summer school is issued about the first of June. Those desiring information may perhaps find what they seek in the catalogue of the 1919 summer school, which will be sent on request.

OFFICERS OF THE SUMMER SCHOOL

1919

J R PERKINS Principal

INSTRUCTORS AND ASSISTANTS

Elementary Teachers' Course

FREDERICK H BLODGETT	Normal School Danbury
<i>Nature Study</i>	
LEILA E BROUGHTON	Normal School Danbury
<i>Hygiene; Physical Education; Dean of Women</i>	
F A CURTIS	Hartford
<i>Penmanship</i>	
W S DAKIN	Hartford
<i>School Management</i>	
HELEN E M DWENGER	Normal School Danbury
<i>Sewing</i>	
L T GARRISON	Willimantic
<i>History</i>	
HARRY HERZFELD	Hartford
<i>Folk Dancing</i>	
HELEN S LEAVITT	Boston
<i>Music Appreciation</i>	
ARTHUR B LORD	Willimantic
<i>Geography and Current History</i>	
RUSSELL F LUND	Glastonbury
<i>Agriculture</i>	
W H MANDREY	RFD Hartford
<i>Reading</i>	
J L MEADER	Hartford
<i>English</i>	
L S MILLS	Plainville
<i>Citizenship</i>	
A B MORRILL	Normal School New Haven
<i>Science</i>	
E W NEWTON	Boston
<i>Music</i>	
BERENICE OTIS	Danbury
<i>Drawing</i>	
R F RICHARDSON	Willimantic
<i>Principles of Teaching</i>	
G C SWIFT	Watertown
<i>Arithmetic</i>	

Library Institute

BELLE HOLCOMB JOHNSON	Hartford
FRANCES HOBART	Cambridge, Vt.

Model School Department

H B CHAPMAN Director	Suffield
CLARA O BEBEAU	Putnam
MARY S BELDEN	Danbury
RUTH E BJORNBERG	Woodstock
CLARA BRISTOL	Danbury
JENNIE V CARROLL	Bethel
J MARIE CROSBY	Danbury
MABELLE P GAGER	Somers
RUTH JOHNSON	West Cornwall
MARGARET O LITCHFIELD	Stamford
JOSEPHINE LYNCH	Danbury
MABEL I MOORE	Sterling
FLORENCE NORTHROP	Amenia N Y
LENA L NORTHROP	New Milford
ELLEN E OLSEN	Danbury
MARY E QUINN	Suffield
LYDIA ROCKWELL	Bethel
LUCY M STOCKMAN	Torrington
ROSE THOMAS	Danbury
ROSE J WATHLEY	Kent

STUDENTS

GRADUATES 1919

Anthes Mabel Ann	Sandy Hook
*Beecher Bertha Marion	West Redding
Bennett Eleanor Rosalynde	Brookfield
Blodgett Elizabeth Morrissey	Waterbury
Boland Elizabeth Anor	Ridgefield
Boland Mary Magdalen	Ridgefield
Boland Mary Veronica	Danbury
Buell Alice Jennie	Ridgefield
Carlucci Mary Carmell	Danbury
Clark Harriet Lydia	Litchfield
*Collins Frances R	Waterbury
Corbett Margaret Monica	Danbury
Crotty Helena Angela	Danbury
Crotty Isabel Rose	Danbury
*Darling Laura Edna	Kent
*Derwin Estelle Ita	Waterbury
Dick Bessie Lillian	Danbury
Doran Blanche Ashe	Waterbury
Doyle Helen Frances	Greenwich
Egan Mayla A	Danbury
Fahey Clementine Elecia	Suffield
Flaherty Anna Mary	Waterbury
Fuhrmann Mary Liddy	Greenwich
Gallagher Josephine Agnus	Danbury
Gorman Gertrude Juliann	Bethel
Griffin Eleanor Genevieve	Norwalk
Hayes Mary Elizabeth	Torrington
Holmes Ruth Marion	Danbury
Jacot Eveline Jeanne	Sandy Hook
Jouret Teresa Gertrude	Greenwich
Kinner Carthene Starr	Danbury
*Leonard Marie Gertrude	Bethel
McCormick Agnes Leona	Stamford
Meinke Lydia	Meriden
Nyberg Nellie F	Union City
Pickett Ruth Marion	Danbury
Ryder Maud Marion	Norwalk
Spellman Irene Josephine	Waterbury

Throop Amelia A
 Watson Florence Lorraine
 Westcott Loretto C
 Wixted Edith Elizabeth
 Zinser Alma B

Lakeside
 Torrington
 New Canaan
 Bethel
 Danbury

*Diploma certificate

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SENIORS

name	home address	Danbury address
Bolles Beatrice	Bridgeport 482 Connecticut av	60 Franklin
Bridge May E	Greenwich 33 Spring	16 Locust av
Crane Josephine M	Stamford 7 Oak Hill	190 White
Doll Florence	Greenwich (Port Chester N Y	253 Mill)
		15 Osborne
Dunham S Ruth	Danbury	64 West Wooster
Dunn Irene	Stamford 93 William	225 White
Fagan Margaret E	Norwalk 6 Center av	15 Osborne
Fuhrmann Helen K	Greenwich 164 Railroad av	225 White
Fulton Edna	Greenwich (Port Chester N Y	RFD 1)
		190 White
Greene Mary Agnes	Danbury	15 Seeley
Hearst Josephine	Ridgefield RFD 45	225 White
Hurlihe Teresa	Danbury	17 Mallory
Johnson Emily	Greenwich 189 Connecticut av	190 White
Kessler Rebecca	South Norwalk 12 Lincoln av	61 Maple av
Leland Marian E	Stamford 35 St George av	190 White
Light Alice Sophia	Ridgefield	200 White
Livingstone Margaret M	Bethel	8 Mansfield
McCoy Genevieve	Danbury	30 Mountainville av
McDonald Kathryn	Waterbury 429 Cooke	190 White
McGlynn Mary M	Ridgefield L box 13	15 Osborne
Mullins Katherine	Waterbury 110 South	14 Chappelle
Mulrooney Mary C	Stamford 97 William	218 White
Neuger Goldie	Darien	61 Maple av
Olson Edith Alfreda	Danbury	box 19 RFD 3
Riley Margaret V	Waterbury 75 South	14 Chappelle
Rudder Beatrice	South Norwalk 108 South Main	61 Maple av
Sheridan Catherine	Waterbury 180 South Elm	14 Chappelle
Singer Helen A	Danbury	13 Starr av

Skasko Stephanie	Danbury	01 Fairfield av
Smith Frances	Stamford 37 Sound View av	190 White
Sweeney Irene B	Greenwich 35 Orchard pl	
Tanner Lucy E	Warren	16 Locust av
Thurner Marie Harriet	Bethel 91 Center	
Troy Mary M	Stamford 16 Frederick	15 Osborne
Wilson Marjorie	Weston (Westport RFD 12)	190 White
		35

JUNIORS

Burger Emma C	Danbury	RFD 4
Carlson Edna	Georgetown Box 15	
Crowe Margaret A	Danbury	125 South
Duffy Margaret Mary	Stamford 205 Cove Road	
Fenwick Lina May	Greenwich (Cos Cob)	
French Grace M	Brewster N Y Box 166	12 Foster
Gorman Eleanor M	Bethel 33 Greenwood av	
Gorman Louise D	Stamford 33 Bell	
Griffin Dorothy Gladys	Danbury	Beaver Brook
Grisbrook Hilda H	Newtown	190 White
Haensler Marion I	Stamford Clovelly pl	
Krakov Bessie	Danbury	23 Granville av
Leary Mary Gertrude	Stamford 72 Elm	
Lee Laura Vivian	Danbury	17 Wooster Heights
Leonard Gladys M	Stamford 19 Cherry	
McCormack Evelyn Cathryn	Stamford 40 Leeds	
McMahon Alice Catherine	Stamford 78 Lafayette	
Moore Julia	Stamford (Springdale)	
Murphy Agnes Dilworth	Stamford 251 N Grey rock pl	
O'Brien Nora A	Woodbury Box 106	190 White
O'Donnell Mary E	Waterbury 2 Middle	
O'Hearn Mary	Ridgefield	
O'Neill Julia Agnes	South Norwalk 42 Chestnut	
Parker Mildred Irene	Waterbury 144 Baldwin	
Quinlan Frances	Stamford 34 Hanrahan	
Ryan Margaret Mary	Stamford 34 St John's pl	
Seymour Beatrice H	Winsted	12 Ninth av
Silliman Mary E	Easton (Fairfield RFD 10)	182 White
Skidd Florence Elizabeth	Norwalk 55 Fairfield av	
Standish Lois F	Monroe (Stepney Depot RFD 1)	182 White

Stannard Gladys M	Wilton	
Stevens Beatrice Hazel	Danbury	42 Well av
Sturges Jennie Frances	Hawleyville Box 14	
Todd Louise B	Waterbury Box 981	
Treadwell Ruth B	New Fairfield (Danbury RD 6)	19 Starr av
Troy Marie	Norwalk 104 Harbor av	
White Margaret	Newtown	
Whitelaw Winnifred Tolles	Noroton	

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SUMMER SCHOOL

Elementary Teachers' Section

name	address
Allen Fannie B	Danbury
Allison Alice V	Tolland
Amidon Mildred J	West Willington
Andersen Else	South Lyme
Anderson Esther J	Danbury
Archer Muriel E	Bethel
Arzamarski Arlena	Ashaway R I
Arzamarski Edna	Ashaway R I
Ayres Ruth S	Falls Village
Backus Calista E	South Windham
Bailey Ivanette	Higganum
Bailey Maud T	Thomaston
Baldwin Irene B	West Cheshire
Bantle Amy	Newtown
Bantle Ida E	Danbury
Bates Hazel	Sharon
Beatrice Eva Laura	
Bebeau Anna	Mechanicsville
Beebe Irene G	Waterford
Beers Florence M	Washington Depot
Beers Huldah	Washington
Benham M E	Bethel
Benjamin Marion Banks	Georgetown
Bennett Dorothy B	Canterbury
Blackman Ruth	New Haven
Blake Ella M	Danbury
Blakeslee Marion E	Lebanon
Blinn Marie A	Farmington
Bogue Lavenia M	Yantic
Botsford Florence M	Beacon Falls
Bourke Katharine T	Thomaston
Bowler Ruby R	West Willington
Bradley Lillian J	Thomaston
Brazee Gladys Naomi	Sharon Valley
Briggs Vera Gager	Yantic
Briscoe Helen R	Danbury
Brown Doris M	Winsted

Brown Ellen M
Brown Hazel Pearl
Brown Mildred L
Buell Edith C
Bunn Violet M
Bunnell Leona E
Burton M Eleanor
Butler Hazel V
Caffrey Margaret L
Carlson Alma O
Carlson Bessie
Carlson Dora M
Carpenter Louise
Carpenter Mildred L
Carrington Bernice R
Carson Helen Gertrude
Case Gladys
Case Olive E
Cawl Marion B
Chalker Pauline
Chappell Edna Mae
Clark Catherine V
Clark Lillian J
Clark Louise J
Clarke Laura Lucille
Clemens Cora
Cody Marion K
Coe Beatrice
Coffin Alice E
Cole Loula
Collins Susan B
Cotton Helen E
Cowperthwait Adeline
Creagh Adelaide J
Creagh Catherine V
Crocker Nina C
Crofut Julia
Cronin Elizabeth T
Cronk Marie Weik
Cunningham Edith

Danbury
Waterbury
Putnam
Eastford

Granby
Mystic
Avon
Killingly
North Granby
Gaylordsville
Gaylordsville
Oneco

Bethany
Bethel
Barkhamsted
Barkhamsted
Barkhamsted
West Willington
Oakdale
Holyoke Mass
Seymour
New Britain
Glastonbury
Phoenixville
New London
Riverton
Windsor Locks
Malden Mass
Alton R I
Granby
Danbury
Bethel
Bethel
Andover
Seymour
Colchester
Lakeside
Oneco

Curtiss Louise F
 Cutler L Edith
 Daly Elizabeth M
 Daly Margaret
 Daly Marie
 Davidson Myrtie May
 Davis Ethel M
 Davoll Grace B
 Dearden Alice N
 Decker Hazel M
 Derby Mary Adelaide
 Dibble Doris E
 Doherty Kay
 Dombroski Clara
 Dombroski Elsie
 Doran Mildreth Ashe
 Downs Alta S
 Drobish Blanche A
 Dunn Florence V
 Durkee Jessie G
 Durkin A M
 Eddy Clara F
 Edwards Marion A
 Elliott Pearlle E
 Escowitz Harriet
 Farnham Beatrice
 Farrows Lucy M
 Fearn Margaret W
 Ferrin Helen M
 Fisher Jessie M
 Fitch Ruth
 Fitzgerald Anna S
 Foley Vera L
 French Abbie Mae
 French Mildred M
 Frink Blanche
 Ganley Irene Gladys M
 Gayer Gladys M
 Geary Catherine A
 Geary Josephine A

Woodbury
 Putnam
 Andover
 Andover
 Andover
 Southbridge Mass
 Stafford Springs
 Willimantic
 West Willington
 Lee Mass
 Litchfield
 Bethel
 Waterbury
 Norwich
 Norwich
 Waterbury
 Bethany
 Cornwall Bridge

 Warrentville
 Danbury
 Putnam
 North Brookfield Mass
 Torrington
 Chesterfield
 Bloomfield
 Putnam
 New Hartford
 Penacook N H
 Noroton Heights
 Canaan
 Hampton
 Torrington
 Stevenson
 Hartland
 Canaan

 Winsted
 Unionville
 Danbury

Genest Alma
 Gerard Anna M
 Gerardi Nellie
 Goetting Flora
 Goggin Margaret M
 Goldsworthy Grace
 Grant Nellie I
 Green Mary M
 Green Phoebe E
 Griffiths Mary
 Griswold Ruth Lee
 Hammond Mrs Eva R
 Harrington Rose M
 Harris Edith J
 Hayes Mrs C P
 Heilweil Sarah
 Hill Edna
 Hills Ralphi M
 Hock Helen
 Hodge Lois S
 Hodge Mrs Mary K
 Hogan Mary C
 Holabird May V
 Holborn Olive C
 Holmes Emma M
 Holmes Marion B
 Honold Velda
 Hotchkiss Gladys
 Houghtaling Lila R
 Houlihan Aileen M
 Howard Mildred
 Hurlihe Teresa Cecelia
 Jones Ida E
 Juengst Isabel
 Kachelle Eva Christina
 Katinas Lucie E
 Kearns Ethel M
 Keith Mary B
 Kelly Louise J
 Kelly Mary T
 Kelsey Emma S

Cheshire
 South Manchester
 Waterbury
 North Egremont Mass
 Canaan
 Lakeville
 Winsted
 Eastford
 South Willington
 Sterling
 Guilford
 Woodstock Valley
 Putnam
 Haddam
 Waterbury
 Colchester
 Seymour
 Glastonbury
 Danbury
 Roxbury

Torrington
 North Branford
 East Hartland
 Brooklyn
 Columbia
 Pleasant Valley
 Branford
 Chester
 Newtown
 Derby
 Danbury
 Andover
 Danbury
 Easton
 Granby
 Danbury
 Eastford
 Sandy Hook
 Sandy Hook
 Plymouth

Knapp Esther M
Knox Mrs Sarah E
Kroger Louise Stevens
LaBonte Arcelia M
Lamb Helen
Lang Anna Frances
Langley Ella May
Lasher Ellen P
Lathrop Mrs Earl C
Lathrop E Mae
Lathrop Eva
Lavanway Mrs Bessie
Lawrence Mabel L
Lawton Marian B
Leavy Agnes
Lee Marion Helen
Leland Marain E
Lewis Maud
Light Alice S
Linde Emma A
Linley Emma L
Loveland Alice M
Lowe Esther M
Lowe Helen
Lynch Helen R
Lyons Cecelia Mary
McCray Christine L
McGrath Nellie M
McIntosh Grace B
McLoughlin Anna
McQuade Anna
MacNaught Esther L
Mackey Delphina
Madden Ella M
Madden Grace E
Malovia Mrs Helen M
Manning Alice I
Manning Marjorie A
Martin Diane

Wethersfield
North Woodbury
Norwalk
West Willington
Amenia N Y
Newtown
Danbury
Canaan
Oakdale
Rockville
Rockville
Winsted
Stafford Springs

Newtown
Plainfield
Stamford
Stepney Depot
Ridgefield
Northford
Bridgeport
Durham
Lime Rock
Lime Rock
Bethel
New London
Rockville
Simsbury
Danbury

Chaplin
North Ashford
Ellington
Danbury
Danbury
Colchester
Glastonbury
Sound Beach
Torrington

Martone Louise
Masida Wilhelmina
Maynard Jessie
Meacham Bessie M
Meurisse Flora A
Miller Amy I
Minor Mary E
Montgomery Bertha I
Moody Grace A
Morgan Madeline
Moroney Ella
Murphy Lena
Murphy Mary E
Newberry Nellie C
Niland Helen M
Noble Carrie
Northrop Georgie W
Nortier Louise
Nortier Minnie
Obreza Martha E
O'Donnell Annie
O'Loughlin Mary C
Olson Elvira
Olson Olga
Parker Eva L
Parsons Mrs Grace C
Pease Addie
Pease Lyla
Phillips Daisy H
Phillips Mary F
Pierce Janie G
Plank Ethel Adelaide
Post Angelina M
Post Mabel L
Prescott Gladys
Prescott Mary E
Prior Ruth B
Ransom Laura E
Ransom Mary Elizabeth
Reidy Mary A

Guilford
West Willington
Putnam
Ellington
Monson Mass
Hartland
Cos Cob
Griswold
East River
Danbury
Bethel
Bethel
Bethel
Bloomfield
Danbury
Ellington
Newtown
South Kent
South Kent
Danbury
Simsbury
Collinsville
Collinsville
Collinsville
East Lyme
Somers
Thompsonville
Somers
South Norwalk
South Norwalk
Southbury
Addison
Wilton
Wilton
Bethel
Seymour
Great Barrington Mass
Riverton
Pomfret Center
New London

Reynolds Gladys
Reynolds Harriet R
Reynolds Helen M
Rickles Rebecca
Roberts Dorothy E
Roberts Ruth C
Robinson Frances L
Rockwell Margaret E
Roger Janet
Rogers Violet I
Rourke Annette
Rundell Marion E
Russ Blanche
Ryan Grace Frances
Ryan Sara C
Salmon Gladys Enid
Saltin Bessie
Scovill Delia
Scoville Geneva W
Sedgwick Katharine
Seeley Evelyn W
Seger Harriet G
Seymour Dorothy E
Seymour Helen L
Sharpe Virginia
Shelton Miriam
Sherman Mrs Vivian B
Simpson Alice Turner
Sisson Bernice
Sisson Dorothy Bishop
Smith Blanche L
Smith Dorcas R
Spencer Edna
St John Elizabeth N
Stevens Edna C
Stewart Burchia E
Stickles Evelyn Aileen
Stillman Phebie A
Strattman Esther B
Strattman Mabel B
Strickland Bernice Katharyn

Collinsville
Lyme
Eagleville
Danbury
Stafford Springs
Bridgewater
Roxbury
Ridgefield
Canaan
Colchester
Unionville
Putnam
Pomfret Center
Stamford
Torrington
Brooklyn
Leonard's Bridge
Woodbury
Chester
Falls Village
Bridgeport
South Kent
Redding
Riverton
Abington
Seymour
Danbury
New London
New London
New London
Wilton
Rockville
Higganum
Danbury
Middletown
Danbury
Sharon
Westerly R I
West Cornwall
Goshen
Glastonbury

Studley Ethelyn L
 Sullivan Anna Elizabeth
 Sullivan Rose Mary
 Thayer Marjorie Howard
 Thorne Olga E
 Thorn Lulu M
 Tinker Bertha
 Tinker R Elizabeth
 Torrey Mildred S
 Towne H Bernice
 Tracy Mary T
 Treat Mrs Allen H
 Treichler Virginia Marguerite
 Tumerelle Mrs Adolphe
 Vaughn Louise M
 Vienot Catherine C
 Vibbert Esther
 Wahlen Augusta M
 Walsh M H
 Watrous Gertrude A
 Weil Hilda
 Wheaton Edith H
 Whipple Helen E
 Wilcox Abigail W
 Wilson Lois E
 Wixted Julia
 Wood Hazel G
 Wright Gertrude L
 Wright Marjorie S
 Young Antoinette M
 Young Dorothy G
 Zeliznicky Mary
 Zinser Alma B

Ridgefield
 New London
 Bozrahville
 Durham Center
 West Hartland
 Danbury
 Oakdale
 Oakdale
 Putnam
 Plainville
 Yantic
 Brookfield Center
 Springfield Mass
 Danbury
 Sterling
 Unionville
 Clintonville
 Barkhamsted
 Danbury
 Mystic
 Oakdale
 Eastford
 North Stonington
 Winsted
 Danbury

 West Fairlee Vt
 Center Hill
 Northford
 Danbury
 Danbury

 Danbury

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Library Section

Adams Mrs Theo
 Anderson Ella M
 Bugbee Isabel P
 Coulter Mrs Frances Rich
 Goeppinger Eva C

Glenbrook Conn
 Danbury Mountain Ville
 Somers
 Bethel
 South Norwalk



PLAYGROUNDS AT LOCUST AVENUE SCHOOL

Hart Ethel A
 Johnson Mrs Mayme B
 Pattison Julia E
 Randall Elizabeth
 Riggleman Bell B
 Sheffield Anna D
 Spencer Madeline H
 Stannard Lynda H
 Sweet Myra Cone

Wilton
 West Redding
 Simsbury
 Shelton
 Willimantic
 Saybrook
 Suffield
 Westbrook
 Moodus

14

Supervision Section

Abbott L E
 Allen D C
 Bliss Wm H
 Brown R N
 Chapman H B
 Dakin W S
 Dillingham Paul
 Dunfield I B
 Garrison L T
 Gove Geo R
 Green D A
 Harrington F E
 Hine Charles D
 Ireland E Ward
 Jeffords H Morton
 Jenkins Ralph C
 Libby Herschel
 Light N Searle
 Lord A B
 Lowell O E
 Lund Russell F
 Maddocks Carl W
 Meader J L
 Mills L S
 Penley F J
 Porter Frederick W
 Showalter B R
 Simpson Alfred D

Danbury
 North Haven
 Chestnut Hill
 Thomaston
 Suffield
 Hartford
 Bethel
 Torrington
 Willimanti:
 Niantic
 Norwalk
 Putnam
 Hartford
 Hartford
 Kent
 Terryville
 Colchester
 Hartford
 Willimantic
 Norwich
 Glastonbury

 Hartford
 Plainville
 Bowdoinham Me
 Springfield Mass
 Berlin
 Winsted

Smith Eldredge
 Staples Leon C
 Stone C R
 Strong Wm M
 Swift G C
 Teague William M
 Westbrook C H
 Young Arthur L

New London
 Ellington
 Hartford
 Hartford
 Watertown
 Canaan
 Essex
 Branford

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High School Conference

Morton Snyder State Inspector of High Schools Chairman

Blake Harry W
 Briggs Thos H
 Butterfield Hon E W
 Drumm Marion Sanford
 Eton Theodore H
 Farnham Clinton E
 Foote Robert E
 Griswold Ruth R
 Handy Anson B
 Hood Walter D
 Houlihan Helen
 Hoyt Amelia
 Kimball Barbara D
 Lovejoy Herman
 Purdue Janet M
 Richardson R F
 Slade Louis P
 Smith Dorothy Coe
 Strong Frank W
 Warren Ernest R
 Witham Ernest C
 Yale Homer F

Norwalk
 N Y City Teachers College
 New Hampshire
 Danbury

 New Britain
 Chester
 Guilford
 Stafford Springs
 Winsted
 Newtown
 Danbury
 Chester
 Branford
 New Haven
 Willimantic
 New Britain
 Saybrook
 Durham
 Danielson
 Southington
 Canaan

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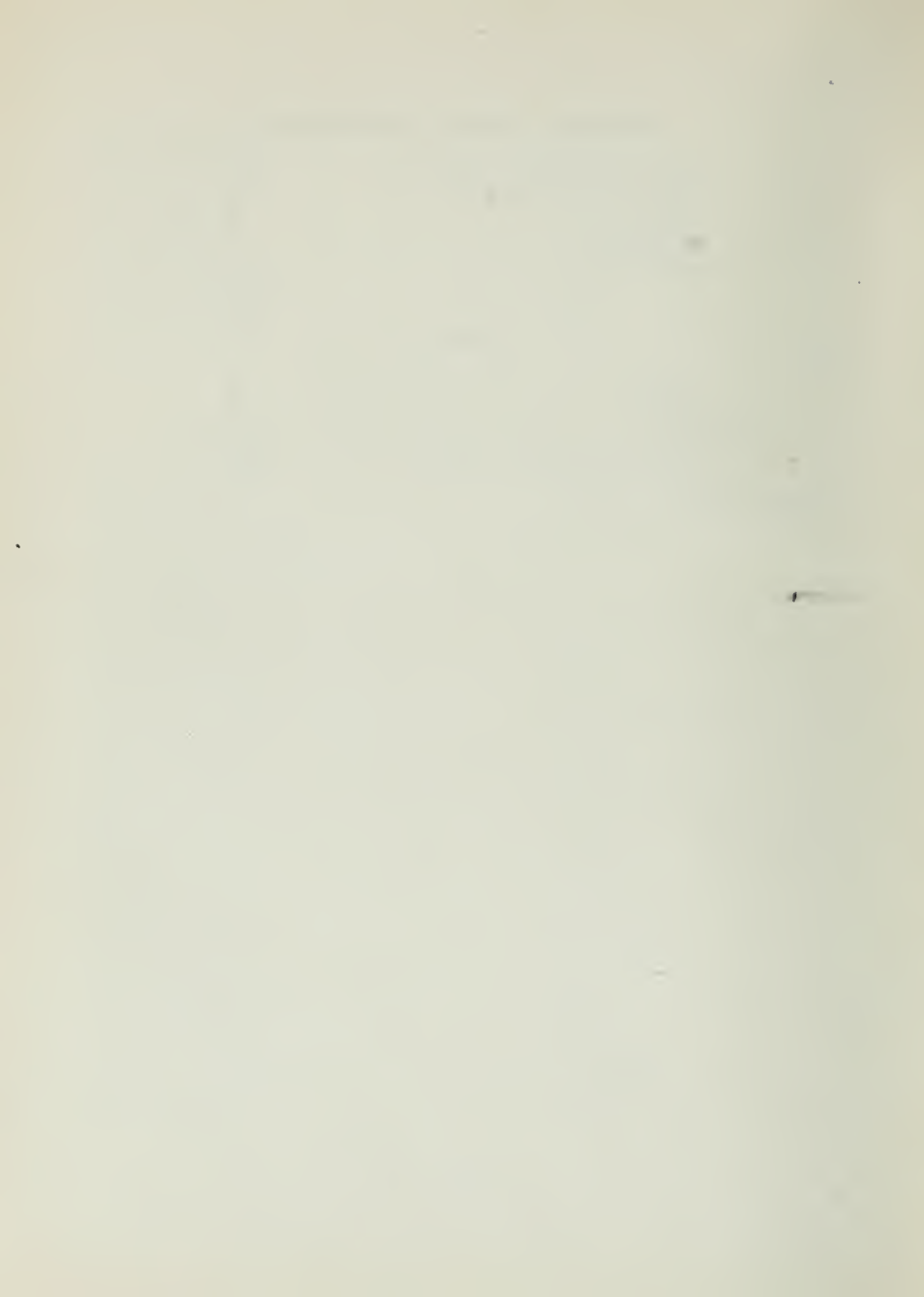
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High school conference	.	.	23
Library	.	.	14
Supervision	.	.	36
Instructors	.	.	40

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SUMMARY

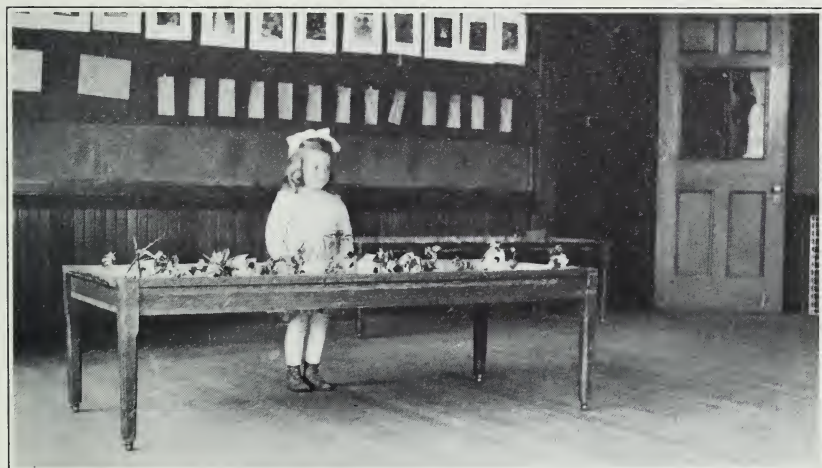
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KINDERGARTEN CHILDREN

FORMS OF CERTIFICATE

This certifies that

of _____ is a graduate of a four
year course in the _____ high school,
and that ^{she}_{he} has attained an average rank equivalent to 75% on a
passing mark of 70%.

Principal

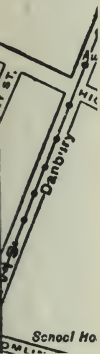
N B—75% on a passing mark of 70% equals 66.6 on a passing marking of 66%;
70.84 on passing mark of 65%; and 79.16 on a passing mark of 75%.

This certifies that

of _____ is a graduate of a four
year course in the _____ high school,
and that ^{she}_{he} is a suitable candidate for admission to the
normal school upon examination.

Principal







Railroads thus: ———
Street Railways thus: ———
Ward Boundaries thus: ———

UNIVERSITY OF ILLINOIS-URBANA



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